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"बेटी बचाओ, बेटी पढ़ाओ"

Jayoti Vidyapeeth Women's University, Jaipur

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IMPACT OF EDUCATIONAL, PHYSICAL AND PSYCHO-SOCIAL PARAMETERS ON MENTAL HEALTH OF STUDENTS IN COLLEGES OF RAJASTHAN

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A Synopsis

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(PHYSIOTHERAPY)

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INTRODUCTION

Mental health problems are very common among college students. The transition from childhood to young adulthood, often marked by beginning college, may be a particularly stressful time (McNamara, 2000). In fact, one study that assessed the cardiovascular health needs of college students found that nearly 60 per cent of the students rated their stress levels as high or very high (Makrides,Veinot, Richard, McKee, & Gallivan, 1998). Attending college can be a stressful some time for many students. In addition to coping with academic pressure, some students have to deal with the stressful tasks of separation and individuation from their family of origin while some may have to attend to numerous work and family responsibilities. This also leads to affect their physical activity status as well.

In recent years, colleges and universities have reported unprecedented numbers of students in psychological distress. For example, 95% of campus psychological counseling centers surveyed in 2008 reported a significant increase in mental health issues among their students. Many colleges have also reported significant increases in students' utilization of counseling services,the severity of symptoms and the duration of treatment.This shift in student mental health problems prompts the question: What factors are influencing these outcomes?

The ecological model posits that mental health outcomes are the product of not one single risk factor, but multiple factors operating at multiple levels (eg, individual, interpersonal and institutional). Specifically, Bronfenbrenner's 10–12 conceptual framework proposes that one must consider the entire ecological system in which individuals live to fully understand human development. Bronfenbrenner conceives the ecological environment as a set of nested structures; they range from the *microsystem*, which refers to the interactions between the developing person and his or her immediate environment, such as the interaction within one's immediate family or circle of friends, to the *macrosystem*, which refers to broader societal patterns of influence, such as the economy, cultural customs, or bodies of knowledge.

1. EDUCATIONAL PARAMETERS

The *institutional level* refers to the educational setting, including the academic requirements and curricula, teaching practices, and the social and institutional climate.

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These factors can become chronic stressors that negatively impact psychological (and physical) health.35,36 For example, a survey of undergraduates revealed that 77.6% and 10.4% of students experienced moderate or serious stress, respectively. The main sources of stress were related to academic performance and workload (ie, studying, taking examinations, and test results). Additionally, stress can also contribute to poor academic performance and increased psychological distress.

2. PHYSICAL PARAMETER

The *individual level including physical parameter* is defined as a student's physical and cognitive as well as intrapersonal functioning, including internal influences and individual capacities such as self-esteem, coping abilities, and self-perceptions of skills and competencies. Individual level factors also refer to academic adjustment to college, such as how well students deal with educational demands, motivation to complete academic work, success in meeting academic requirements, and academic self-confidence and effort. Posture, body alignment and deviations in COG due to long sitting in classes and during examinations.

3. PSYCHO-SOCIAL PARAMETER

The *interpersonal level* considers how well students function in the social environment, including their involvement in social activities and their satisfaction with various social and academic aspects of their college experience. Research shows that interpersonal and social adjustment are fundamental for psychosocial development and for dealing with the challenges associated with pursuing higher education, particularly for those students who deal with transition and adjustment difficulties, isolation, loneliness, and have low levels of social support. Attending college can be a source of strain or an acute stressor for some students; students often report that college life is more stressful than they anticipate. Adjusting to college life and the increased academic demands, forming new social relationships, and making changes in lifestyle and housing arrangements can adversely affect students 'psychological and physical health.

REVIEW OF RELATED LITERATURE

In the second chapter an attempt is made to provide review on the effect and impact of academic cum educational, physical and psycho-social parameters on mental health

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a) DeAnnah R. Byrd, MS; Kristen J. McKinney, PhD (2011) studied "Individual, Interpersonal, and Institutional Level Factors Associated With the Mental Health of College Students" and concluded that Simultaneously addressing the individual and institutional level influences on mental health offers the most promising help for students.

b) Jeremy B. Yorgason PhD, Deanna Linville PhD & Bryan Zitzman PhD (2008) studied "Mental Health Among CollegeStudents: Do Those Who Need Services Know About and Use Them?, Journal of American College Health and concluded that With the high prevalence rates and severity of mental health problems, university mental health providers must continue to make strategic efforts to disseminate knowledge about mental health services to all students

c) Kitzrow, M. A. (2009) studied *The Mental Health Needs of Today's College Students: Challenges and Recommendations and concluded that* Universities and colleges are dealing with substantial challenges posed by the changing mental health needs of today's college students. It is important for administrators, faculty, and staff to understand the profound impact that mental health problems can have on all aspects of campus life, and to treat mental health issues as an institutional responsibility and priority

d) Bronfenbrenner, U. (1977) studied *Toward an experimental ecology of human development And concluded that the ecology model inter relates with each other in all aspects of human nature and behaviour.*

e) Samuel-Soma M. Ajibade, Johnry Dayupay et.al studied Utilization of Ensemble Techniques for Prediction of the Academic Performance of Students and concluded Ensemble Methods are used to improve the accuracy of the proposed model. Bagging, Boosting, and Voting Algorithms are common ensemble methods that we used. Using ensemble techniques, we were able to achieve a better result, demonstrating the proposed model's reliability.

STATEMENT OF THE PROBLEM

Impact of educational, physical and psycho-social parameters on mental health of students in colleges of Rajasthan

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OBJECTIVES OF THE STUDY:-

1. To find out the effects of educational parameters on mental health of college students.
2. To find out the effects of physical parameters on mental health of college students.
3. To find out the effects of Psycho-social parameters on mental health of college students.

WORK PLAN AND METHODOLOGY:-

Following stepwise approach will have been undertaken to a achieve the objects studied in the research proposal.

Step-1

Design. Development and installation of basic questions for the designing of questionnaire.

Step-2

Forming the questionnaire forms 7

TOOLS TO BE USED IN COLLECTION OF DATA:-

Following techniques will be used for collection of data.

1. Questionnaire in form of google form will be prepared and visits to be made in various colleges for encouraging students to participate in the survey.

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